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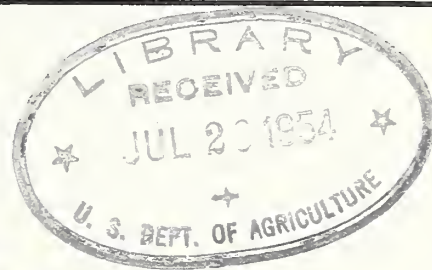
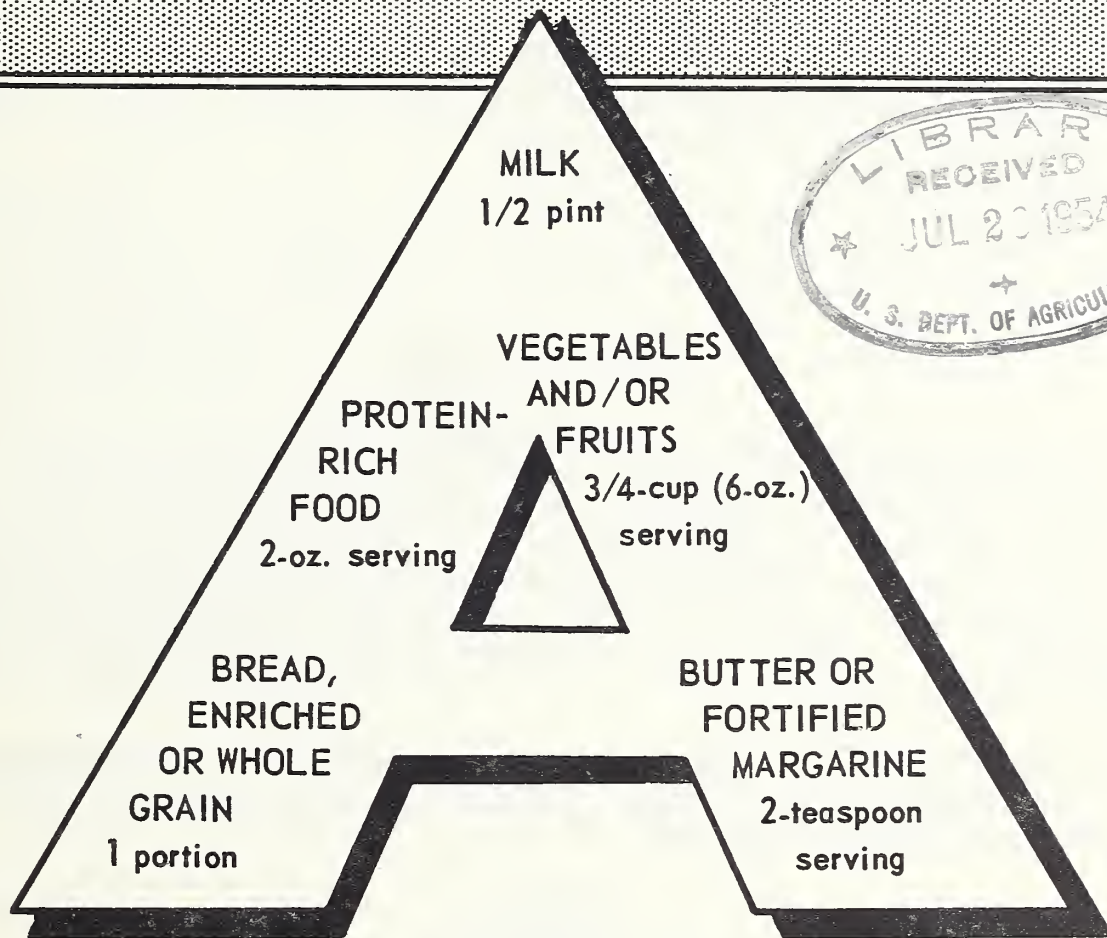
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Planning TYPE



SCHOOL LUNCHES

UNITED STATES DEPARTMENT OF AGRICULTURE
AGRICULTURAL MARKETING SERVICE

Washington, D. C.

April, 1954

PREFACE

The National School Lunch Act was passed by Congress "as a measure of national security to safeguard the health and well-being of the Nation's children and to encourage the domestic consumption of nutritious agricultural commodities..." This dual objective of the National School Lunch Program can be achieved only if participating children are served a nutritious and appetizing noonday meal, at a price they can afford to pay.

The Type A Lunch Pattern has been developed as the basic guide for the planning of good school lunches. The purpose of this publication is to help local school lunch workers plan menus within that Type A pattern. It relates the dietary needs of children to the requirements of a Type A lunch; it explains the steps involved in menu planning; and it provides sample menus that meet the requirements of the Type A pattern.

This menu planning guide was developed through the cooperative efforts of the United States Department of Agriculture and State educational agencies which are responsible for the State administration of the National School Lunch Program. It is but one part of a broader program--recommended by the States--designed to improve the quality of lunches served at school.

The Department wishes to acknowledge particularly the work of the Area Advisory Committees on School Lunch Nutritional Requirements. These Committees, composed of State School Lunch Supervisors, undertook responsibility for reviewing a preliminary draft of the publication to determine whether the guide would meet the needs of local school lunch workers in the States within their respective areas. This was a time-consuming task but it resulted in many suggestions for simplifying and clarifying the material presented herein.

It is hoped that this guide will provide school lunch workers with a better understanding of the Type A pattern and will help them to plan and serve the best possible lunches.

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PLANNING TYPE A SCHOOL LUNCHES

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THE IMPORTANCE OF MENU PLANNING



Menu planning is a challenge as well as a responsibility. Persons planning school lunches make valuable contributions to the health and well-being of the children. It is through good menu planning that we are able to serve appetizing, satisfying lunches to children at a price they can afford to pay. Good menu planning also helps us serve lunches which provide enough of the right kinds and amounts of foods necessary to help children be healthy, grow properly, and develop normally.

When menus are well planned

Type A lunch requirements will be met every day.

Attractive and appetizing lunches will be served every day.

Children will have a chance to develop good food habits.

Foods donated by USDA will be used to advantage.

Low cost seasonal foods will be used.

Costs can be controlled.

Food purchases and deliveries can be scheduled more easily.

Time schedules can be made so that each worker knows and understands her job.

With the Type A pattern as a guide and the help of the suggestions in this publication, lunches which are satisfactory from all standpoints may be planned quickly and easily.

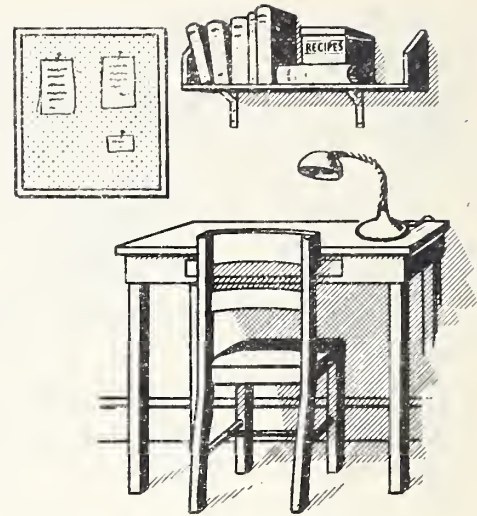


GETTING READY TO PLAN MENUS

Arrange for a Place to Plan

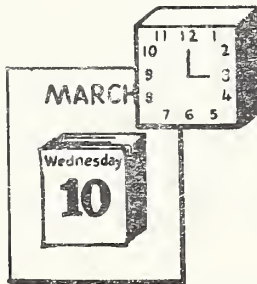
A well arranged place where you can work will make the task of planning menus easier.

An office, if one is available, or a quiet corner in the kitchen or dining room would be a good place to plan. Whatever space is used should be equipped with a desk or table, a chair, a bulletin board, and file cases or built-in shelves for your files and recipes.



Schedule a Time to Plan

Planning in advance will also make the task easier. Plan menus at least a week before they are to be served. Decide the day on which you will plan; allow enough time to check the menus, make work plans, and prepare market orders.



Set the time of day when you will plan. Select a time when there will be few interruptions. Remember, you can plan better lunches when your appetite is good and you are not too tired.

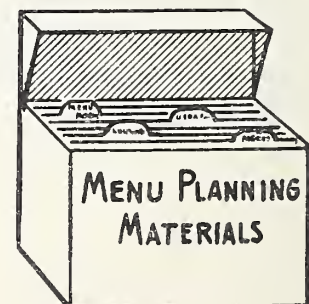
Allow enough time to study inventories, current food reports, prices, and previous menus used; to select recipes, and to work out the menus.

Have Reference Materials Available

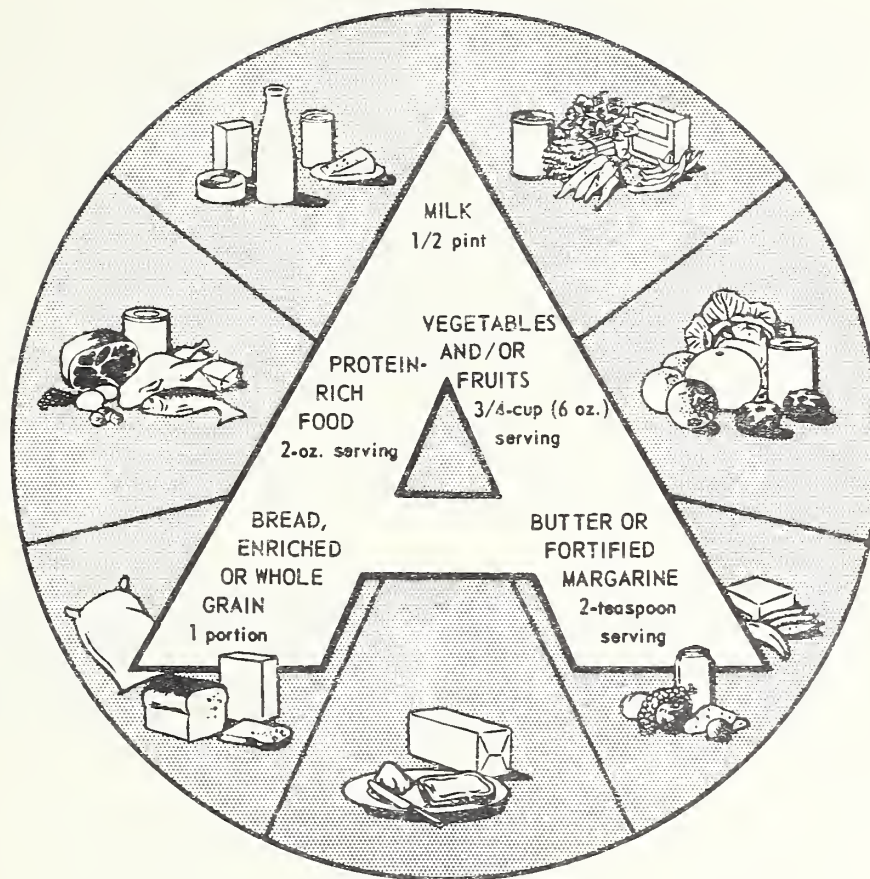
Reference materials arranged in an orderly fashion and kept at the menu-planning center will make the task easier.

File cases for these materials can be made from cardboard boxes. The files should be labeled as: Weekly Menus; Inventory; USDA-donated Foods; Market Orders; Food Costs.

Books and pamphlets can be kept in bookcases or on shelves ready for use. Necessary menu forms, scratch pads, and pencils will, of course, be kept at the planning center.



THE TYPE A LUNCH PATTERN



The Type A Lunch Pattern is your guide to well-balanced nutritious lunches. It is designed to help plan lunches which will supply the kinds and amounts of foods children need. It provides a simple framework for planning menus which include foods from each of the Basic 7 Food Groups:

Milk--to provide most of the calcium and riboflavin, some protein, vitamin A, and other nutrients needed in the child's diet.

Protein-rich foods--to provide protein, iron, B vitamins, and other nutrients needed for normal growth and the building and repair or maintenance of body tissues.

Vegetables and Fruits--to provide most of the vitamin A and C and some of the other vitamins and minerals required for health and normal growth.

Enriched or Whole-grain Breads--to provide some of the B vitamins, minerals, and calories that children need for growth and energy.

Butter or Fortified Margarine--to provide some of the calories and vitamin A needed by children.

Each Day Each Type A Lunch Should Include:

Whole milk

At least 1/2 pint fresh fluid whole milk as a beverage. This milk must meet the minimum butterfat and sanitation requirements of State and local laws. In addition to milk as a beverage it is desirable to use milk frequently in cooking.

Protein-rich foods

At least a 2-ounce serving of cooked or canned lean meat, poultry, or fish; or 2 ounces of cheese; or 1/2 cup of cooked dry peas, beans, or soybeans; or 4 tablespoons of peanut butter; or 1 egg; or a combination of 1/2 of the listed quantities of each of two of these items.

Vegetables and fruits

At least a 3/4-cup serving of raw or cooked vegetables or fruits (fresh, canned, dried, or frozen) or both.

As studies show that vitamins A and C are frequently short in children's diets, special attention should be given to food containing these vitamins. It is desirable to include a vitamin C food every day, a vitamin A food twice a week. Include "Other" vegetables and fruits several times a week or as needed to meet the 3/4-cup requirement. (Lists of these foods can be found on page 6).

Bread

At least 1 slice of bread or 1 serving of hot breads made of enriched or whole-grain cereal.

The serving of hot breads such as muffins, biscuits, rolls, and buns, should be the equivalent of 1 slice of enriched bread.

Butter or fortified margarine

At least 2 teaspoons of butter or fortified margarine. Butter or fortified margarine may be used as a spread on bread, as a seasoning, or in preparation of other foods in the meal.

Quantities of foods for Type A lunches

In elementary schools, the quantities of food specified in the Type A pattern should be prepared for the total number of children participating in the program. Portions may need to be adjusted slightly to meet the needs of children of various age groups.

In Junior and Senior High Schools, these quantities should be increased or additional foods included to help meet energy needs of the children.

Yields of foods are influenced by variety and quality of the foods, by the proportion of inedible parts, such as bones in meat, and by methods of preparation. Use the booklet "Quantities of Food for Serving School Lunches (PA-45)" as a guide for the approximate amounts of food to prepare.

POINTS TO REMEMBER IN PLANNING MENUS

To plan lunches which will be nutritious, wholesome, attractive, and economical, keep the following points in mind:

Variety in foods

Plan lunches to include the combinations of food in the amounts listed in the Type A pattern to provide lunches which supply the energy-giving, body-building foods, and the vitamins and minerals children need.

Plan lunches which include combinations of foods of mild and pronounced flavors.

Plan to use soft, crisp, and firm-textured foods in each lunch.

Plan to use different sized pieces and shapes of foods in each lunch.

Plan to use foods that "go well" together. Include at least one colorful food for eye appeal. Garnishes can be used to brighten colorless foods.

Food habits

Plan lunches so that "new" and less popular foods are served with familiar or popular ones. Include as "new" foods those which supply the nutrients most frequently lacking in the home diets in the community.

Food waste

Plan lunches that feature foods most acceptable to children to help prevent plate waste. Include dishes for which you have standardized recipes, so that the proper amount and quality of food can be prepared each time.

Seasons

Plan lunches that include seasonal foods in local abundance. Plan lunches that include more hot foods in winter--more cold foods in warm weather.

Special occasions

Plan lunches that have a festive air for holidays, children's birthdays, parents' visiting days. "Dress up" the simple foods in these meals. Use your imagination in planning garnishes, shapes of cookies, etc.

Cost

Plan lunches that are within the food budget. Check your food inventory. Make good use of foods donated by USDA and foods in plentiful supply.

Time

Plan lunches that may be prepared in the time available. Schedule workers' time so that their skills may be used to best advantage.

Equipment

Plan lunches that can be prepared with the facilities and equipment available. Consider both the oven and surface cooking space required by the foods used in each menu. Consider, too, the amount of hand preparation the foods in the lunch require.

Milk	Protein-rich Foods	Vegetables and Fruits	
Serve 1/2 pint daily	Serve 2 ounces or equivalent daily (see individual items listed below)	Serve 3/4 cup vegetables or fruits or a combination	
Serve as a beverage	Serve as main dish (plain or in casserole, stews, loaves, etc.) or in soups, salads, and sandwiches	Serve vegetables - Raw, steamed, boiled or in salads, casseroles, and soups Serve fruits - Raw or cooked, alone or in fruit salads	
Fresh, fluid whole milk	<u>Cheese</u> 2 oz. Cheddar Cottage	<u>Vitamin A Foods</u> Serve <u>twice a week</u> <u>Good Sources</u>	<u>Vitamin C Foods</u> Serve <u>every day</u> <u>Good Sources</u>
	<u>Dry Beans and Peas</u> 1/2 cup cooked <u>Eggs</u> Dried, whole 2 T (dry) Frozen, whole 3-1/4 T Shell 1 <u>Fish, as served</u> without bones 2 oz. Canned Fresh and frozen fillets <u>Meat, lean as served,</u> without bone 2 oz. (bacon and salt pork do not qualify) Beef Lamb Pork Veal Variety Meats Heart Liver* Tongue Frankfurters Lunchmeats <u>Peanut Butter</u> 4 T. <u>Poultry, as served,</u> without bones 2 oz. Chicken Turkey	<u>FRUITS</u> <u>Deep Yellow</u> Apricots Cantaloup** Mango** Persimmons <u>VEGETABLES</u> <u>Dark Green, Leafy</u> Best greens Broccoli** Chard Collards** Cress* Dandelion greens Kale** Mustard greens** Spinach** Turnip greens** <u>Deep Yellow</u> Carrots Pumpkin Squash, winter Sweetpotatoes** <u>Fair Sources</u> <u>FRUITS</u> Cherries Papaya Peaches Prunes, dried Tangerines Tangerine juice Tomatoes, juice, paste, puree Watermelon <u>VEGETABLES</u> Asparagus, green Peas, green, immature	<u>FRUITS</u> <u>Citrus</u> Grapefruit Grapefruit juice Orange Orange juice Tangerine Tangerine juice <u>Other</u> Cantaloup* Gooseberries Guavas Honeydew melon Mango* Papaya Strawberries Tomatoes <u>VEGETABLES</u> Asparagus, green Broccoli* Brussels sprouts Cabbage Celery or Chinese cabbage Collards* Cress* Kale* Kohlrabi Mustard greens* Pepper, green Spinach* Sweetpotatoes* Turnip greens* <u>Fair Sources</u> <u>FRUITS</u> Blackberries Blueberries Pineapple Raspberries Tomato juice, paste, puree <u>VEGETABLES</u> Cauliflower Cowpeas, immature seed Dandelion greens Potatoes (other than mashed or fried) Rutabaga Sauerkraut

* Also good source of vitamin A.

** Also good source of vitamin C.

TYPE A LUNCHES

	Bread, Enriched or Whole-grain	Butter or Fortified Margarine	Additional Foods to Meet Energy Needs of Children
ation of both daily	Serve 1 slice or equivalent daily	Serve 2 teaspoons daily	Serve as needed
or baked, alone stews ups, salads, or desserts	Serve buttered or in sandwiches	Serve as spread for bread or as seasoning	Serve as extras or larger initial servings, second servings of main dishes, sandwiches, and salads
Other Foods Serve as needed	Loaf	Butter Margarine, fortified with 15,000 I.U. vitamin A	Cereal and Other Grain Products
<u>FRUITS</u>	Raisin Rye Soy White Whole wheat		Crackers Macaroni Hominy Noodles Rice Spaghetti
Apples Applesauce Avocados Bananas Cranberries Figs Fruit cocktail Pears Plums Raisins Rhubarb Fruit juices (apple, grape, pineapple etc.)	<u>Other</u> Biscuits Brown bread Cornbread Muffins Rolls		<u>Desserts</u> Cakes Cobblers Cookies Ice cream Pies Pudding
<u>VEGETABLES</u>			<u>Other</u> Honey Jams Jellies Molasses Nuts Sirup
Beans, lima, green Beans, snap Beets Celery Corn Cucumbers Eggplant Lettuce Okra Onions Parsnips Potatoes, mashed or fried Squash, summer Turnips			

HOW TO PLAN MENUS

To plan menus quickly and easily, arrange for a place to plan, schedule the time, and have all reference materials available. Then keep in mind the points to consider in menu planning; use the Type A pattern as a guide and follow the steps outlined below:

Steps in Planning Menus

Step I. Select a protein-rich food

Plan a different protein-rich food or combination of protein-rich foods for each day of the week.

Use your recipe file for suggestions as to the method of preparation for the main dish.

Step II. Choose the vegetables and fruits

Select vegetables and fruits that combine well with the main dish and each other.

Plan for a vitamin C food each day--a vitamin A food twice a week.

Include "Other" vegetables and fruits as needed to meet the 3/4-cup requirement.

Step III. Decide on an appropriate bread

Select an enriched or whole-grain bread which will "go well" with the rest of the meal.

Step IV. Include milk and butter or fortified margarine

One-half pint of whole fluid milk as a beverage should be served with each meal.

Two teaspoons of butter or fortified margarine should be planned for and served with each meal.

Step V. Include additional foods as needed to meet the energy needs of children

Select foods that will provide extra energy and other nutrients as well as taste appeal.

Plan to serve larger portions or second servings of some of the menu items.

NOW LET'S PLAN A MENU

Sample Menu

Step I. Select the protein-rich main dish. Cheese-meat loaf is a good choice. It is a combination of two of the protein-rich foods listed in the Type A pattern; it is relatively inexpensive; most children like it; and it can be prepared and cooked in one morning.

Cheese-meat loaf



Step II. Choose the vegetables and fruits. The choices for this menu are from all three fruit and vegetable groups --cole slaw from the vitamin C group, stewed apricots from the vitamin A group, and mashed potatoes from the "Other" group. They make a pretty color combination, the shapes are varied, and there is a nice contrast of crisp and soft foods. The flavors are pleasant and vary from mild to strong and sweet to tart.

Cole slaw
Mashed potatoes
Stewed apricots



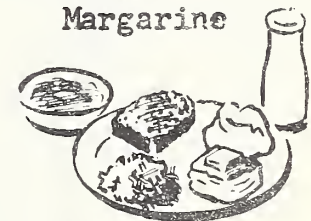
Step III. Decide on an appropriate bread. Biscuits are good with this lunch. Most children like them and they can be baked quickly after the cheese-meat loaf is out of the oven. They require little time to prepare especially when there is a good supply of home-made biscuit mix on hand. As a further timesaver, the biscuits can be cut into squares.

Biscuits



Step IV. Include the milk and butter or fortified margarine. Milk as a beverage is included each day. The butter or fortified margarine can be used in this lunch as a spread for the biscuit and as seasoning in the potatoes.

Milk
Butter or
Margarine



Step V. Include additional foods as needed. Honey may be served with the hot biscuit and butter or fortified margarine, or on the apricots; seconds of biscuits and mashed potatoes will add to the energy content of the lunch.

Honey



SAMPLE TYPE A MENUS

In planning menus for a week or a longer period of time, vary the foods used and menus planned from day to day and week to week

Milk	Protein-rich Food	Vegetable or Fruit or both			Bread, Enriched or Whole-grain	Butter or Fortified Margarine	Additional Foods to Meet Energy Needs of Children
		Vitamin A	Vitamin C	Other			
1/2 pint	1 slice cheese-meat loaf	1/4 cup stewed apricots	1/4 cup cole slaw	1/4 cup mashed potatoes	1 biscuit	2 tsp - on biscuit - in mashed potatoes	Honey for biscuit Seconds of biscuits and mashed potatoes
1/2 pint	3/4 cup cooked chicken or turkey on 1/4 cup rice		1/2 cup grapefruit-orange salad	1/4 cup green peas and celery	1 muffin	2 tsp - on muffin - in peas and celery	Brownie Seconds of muffins, rice, and peas
1/2 pint	1/2 cup baked beans in tomato sauce	1/2 cup broccoli or tossed green salad with spinach		1/4 cup apple crisp	1 slice boston brown bread	2 tsp - on bread - on broccoli	Seconds of main dish and bread
1/2 pint	1 cup beef stew with biscuit topping	1/2 cup orange juice			1 biscuit	2 tsp - on extra biscuits - in oatmeal raisin cookies	Oatmeal raisin cookies Seconds of biscuits and cookies
1/2 pint	2 ounces oven-fried fish fillets		1/2 cup scalloped tomatoes	1/4 cup lima beans	1 piece cornbread	2 tsp - on bread - in lima beans	Prune whip Seconds of bread and butter and vegetables
1/2 pint	2 ounces baked ham	1 medium baked sweetpotato		1/4 cup pear salad with mock mayonnaise	1 slice rye bread	2 tsp - on bread - on sweet-potato	Ginger cookies Seconds of bread and cookies
1/2 pint	1 whole devilled egg	1 piece peach shortcake	1/4 cup chilled canned tomatoes or sliced tomatoes	1/2 cup potato salad	1 peanut butter sandwich on enriched white bread	2 tsp - on sandwich - in shortcake	Seconds of sandwiches and vegetables

HOW TO EVALUATE MENUS

After the menus are planned, it is important to check them to see if you have planned nutritious meals that children will enjoy. Check the menus against these questions:

1. Do the lunches meet the Type A requirements?
2. Is a vitamin C food included each day?
3. Is a vitamin A food included at least twice a week?
4. Do the lunches include additional foods to help meet the needs of older children?
5. Do the lunches include a good balance of color, texture, shape, and flavor?
6. Are the foods varied from day to day? Week to week?
7. Are most of the foods and food combinations ones the children have learned to eat?
8. Is the cost of the lunches planned within the food budget?
9. Can the lunches be prepared successfully in the time available?
10. Can the lunches be prepared with the facilities and equipment available?

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